

**NORTHCENTRAL UNIVERSITY
FOUNDATIONS FEEDBACK SHEET
Activity 6**

Dear Student,

Please use this document to submit Activity 6.
You can simply start typing in the first blank page (recommended)
or paste in text from another document into the first blank page.

Please save this file as: Your last name, first initial, e.g., EDU7101-6 (DoeJEDU7101-6).

Please save a copy of this file for yourself.

Academic Integrity: Please see and follow the Academic Integrity Policy in the Learner portal. Your instructor may select this or any activity to review and submit to Turnitin to assess for an Academic Integrity violation

Main Task: Prepare an Annotated Bibliography

Using the guidelines and resources you've reviewed create an Annotated Bibliography consisting of the two articles listed as resources for this Activity.

Length: 2 entries. Approximately 2-3 pages.

Submit your document in the Course Work area below the Activity screen.

Learning Outcome: 8

- Analyze research articles for construction of an Annotated Bibliography.

Your instructor will give you feedback using the form below and in margin comments on your work. Reading and using your instructor's feedback is as much a part of your learning as is reading the course materials and doing activities. Your instructor will not only help you understand the quality of your work on this activity, but will also give you guidance on how to improve your skills and increase your knowledge that, if you follow it, will help you do better on future activities!

Feedback

Introduction to Feedback:

1. Was the activity completed as instructed?

Activity Elements	Faculty Feedback
Two Annotated Bibliography entries that follow guidelines and resources	Yes

2-3 pages	
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2. Are statements about all readings and resources accurate? Yes

3. Is the writing clear and persuasive? Mostly

**4. Is the writing correct in punctuation, grammar, word usage, and APA style?
Mostly**

Grade and rationale. Grade is based on the following that maps onto the Northcentral rubrics as follows:

70% Content

1. Completion of the activity as instructed
2. Understanding of activity resources
3. Clarity and persuasiveness of writing

30% Presentation

4. Grammar, word usage and APA style

Annotated Bibliography

Jones-White, D. R., Radcliffe, P. M., Huesman Jr., R. L. & Kellogg, J. P. (2010). Redefining student success: Applying different multinomial regression techniques for the study of student graduation across institutions of higher education. *Research in Higher Education*, 51(2), 154-174. doi: 10.1007/s1116-009-91449-4

[The authors](#) focus their article on the polychotomous definition of student success with more sophisticated methods of modeling. They do this by “comparing multinomial regression techniques to assess their utility in modeling multi-institutional student success” (p. 154). In other words, the authors use matriculated data to define “student success” and outcomes. Additionally the authors claim that student success should account for students who transfer and obtain degrees at other colleges, as well as students who transfer but do not graduate. Once an understanding of the types of successes had been defined, Jones-White et al. identified probable outcomes for that success. The authors used a “statistically rigorous approach” to studying three years of matriculating freshman at the University of Minnesota-Twin Cities with data from the university’s student records and the National Student Clearinghouse’s StudentTracker service (p. 156). The authors were able to define the variables that most often impacted student success by creating a probability equation, which helped calculate the [data](#). The focus of this article has raised discussion among educational institutions by its development of an equation for determining student success. Although this research was confined to the University of Minnesota-Twin Cities, the variables used can be applied to other educational institutions. The author’s findings suggested that colleges refine how student success is defined Jones-White et al., 2010). Currently the emphasis is placed on graduation rates from matriculated data but with

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Comment [1]: There is no need to cite the authors, since it is understood that you are annotating this particular resource.

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an increasingly transient student population enrolling in other schools and dropping out of college, the traditional definition of student success no longer applicable.

Téllez, K. (2011). A case study of a career in education that began with “Teach for America”.

Teaching Education, 22(1), 15-38. doi: 10.1080/10476210.2010.541238

Téllez explores the life of a teacher named “Steven”, describing his educational and professional journey during and after his participation in the controversial Teach for America (TFA) program.

Téllez conducted his case study beginning in 1999 and spanning through 2006. During this time the author’s focus began with the intent to find out if preservice (student) teaching is necessary

and its effectiveness to teacher and student success in the classroom. The author defines his research approach as a “biographical study” using an “inductive case-study approach” (p. 16).

“Steven” started teaching mathematics with no formal education and credited his perceived success to teaching from the text, taking instruction out of the classroom, and simply going above the standard. Téllez records the reasons leading up to “Steven’s” TFA placement in a math classroom, his success, and the fact that he had little teaching experience. Later “Steven” moves to a social studies class with English Language Learners (ELL), which provided many new challenges and required formal education that “Steven” thought would be beneficial to his own success. Finally the author examines “Steven’s” efforts to embed himself into the ELL culture. At the end of the case study “Steven” had become an administrator, indicating his perceived success in education. Téllez notes that “Steven’s” success could be, in part, due to

teaching in lower income communities. “In wealthier communities, parents demand that their child’s teachers have both experience and expertise, thus making it unlikely that many non-

credentialed teachers would be hired”, Téllez states (p. 34). The author adds that “Steven” is a

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good example of someone who is successful at teaching without formal training however; he stresses the need for more research to look at the necessity and efficiency of preservice programs like TFA. Téllez goes beyond addressing the effectiveness of the TFA program to argue that a teacher's formal education does not always determine their success in the classroom. The research conducted in this study proves that a teacher with no formal education can achieve long-term success in education.

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Comment [2]: In a case study such as this, you cannot generalize the findings.